DOCUMENT RESUME

ED 342 070 EA 023 630

TITLE Master Plan for Tennessee Schools: Preparing for the Twenty-First Century.
INSTITUTION Tennessee State Board of Education, Nashville.
PUB DATE Nov 91
NOTE 44p.
PUB TYPE Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Improvement; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Master Plans; School Restructuring; *State Action; *Statewide Planning
IDENTIFIERS *Tennessee

ABSTRACT

A master plan to transform Tennessee public education is described in this report, with a focus on three key result areas: (1) establishing a 21st century classroom; (2) creating a rational, workable, accountable governance system; and (3) providing adequate, sustained school funding. Following descriptions of the plan's mission, vision, and 17 goals, the 3 key result areas are examined in terms of goals, the current situation, implementation strategies, and indicators of progress. Part 1, "The 21st Century Classroom," examines components of instructional programs--performance expectations, curriculum, and professional development--at the primary, middle, and high school levels. Resources for early childhood education and adult literacy programs and the use of technology are also outlined. Issues in school governance, addressed in part 2, include accountability, school leadership, and school-based decision making. Components of a funding plan based on state, local, and private sources are described in the third part. The appendix consists of a master plan cost analysis. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342070

MASTER PLAN

FOR

TENNESSEE SCHOOLS

Preparing for the Twenty–First Century

1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. B. Poulton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STATE BOARD OF EDUCATION

November 1991

EA 023 630

BEST COPY AVAILABLE

MASTER PLAN FOR TENNESSEE SCHOOLS
Preparing for the Twenty-First Century

TABLE OF CONTENTS

Page

INTRODUCTION 1

EXECUTIVE SUMMARY 3

MISSION 5

VISION OF THE 21st CENTURY SCHOOL 7

GOALS 9

KEY RESULT AREAS

I. The 21st Century Classroom 11

A. Sound Instructional Program; Full Tool Box of Resources 11

1. Primary and Middle Grades 11
2. High School 13
3. Performance Expectations and Curriculum 15
4. Teaching Profession Enhancement 18

B. Education of All Students; Additional Resources for Those At-Risk 20

1. Early Childhood Education 20
2. School Completion 22
3. Literacy Attainment for Adults 23

C. Technology 24

II. Workable and Accountable School Governance 27

A. Accountability 27

B. School Leadership 28

C. School-Based Decision Making 30

III. Adequate and Sustained Funding 33

A. State Funding 33

B. Local Funding 34

C. Private Funding 34

APPENDIX

A. Master Plan Cost Analysis 35

INTRODUCTION

Tennessee is at a turning point. Across the state, people understand that education is critical to Tennessee's future quality of life and economic viability. Competitiveness will be the byword for the 21st Century, a competitiveness that extends throughout the world. Either we create and use quality schools to go forward into the twenty-first century or we coast, and consign future generations to be outside the economic, civic and cultural mainstream.

In our effort to improve education, we are not starting from scratch. We begin with real assets, especially our experienced educators. We have made solid progress in the last five years, especially in teaching and learning basic skills. But basic skills are not enough. We need to adopt bold strategies to help us leapfrog ahead so all our students will be able to think creatively, learn independently, solve problems, and work cooperatively.

What will it take to transform education in Tennessee? Certainly the effort will require a Master Plan that makes full use of existing and new assets to achieve ambitious goals. This plan is comprehensive, touching almost all aspects of the school program. Yet, a few guiding principles are at its core, reflected throughout the plan's goals and strategies. One, we must attract and prepare the best possible school leaders. Two, we must shift decision making closer to those who are working with children in the classroom; school-based decision making must be coupled with the assumption of accountability by those making the decisions. Three, we must transform the way children learn through the use of technology and effective teaching strategies in the classroom. Four, we must provide all schools with the essential resources, the full tool box, to get the job done. Five, we must give extra attention to children at risk, ensuring success for all. Six, we must invest adequately in professional development for our educators. Finally, we must establish the expectation that our children, all of our children, can and will become educated.

Accomplishing this transformation will require adequate and sustained funding. Existing disjointed funding mechanisms must be abandoned in favor of a logical funding formula. The Basic Education Program (BEP) funding formula has been incorporated into this plan to provide adequate and equitable support to reform activities and future school programs. This formula ensures that essential school resources, such as teachers, materials, facilities, and transportation, will be available when and where they are needed.

An essential requirement for success is that this plan be implemented prudently with clear-cut provisions for accountability. The four year implementation schedule for the BEP is aggressive, especially considering the widely varying conditions within today's schools. Yet, opportunity exists within this schedule for educators to learn from one another as new ideas are implemented.

The Master Plan for Tennessee Schools lists 17 goals to be accomplished in the next decade. The plan includes strategies for achieving the goals and sets forth how we will measure our progress in meeting the goals. The State Board of Education accepts its responsibility in this effort and welcomes the opportunity to work with others in achieving these goals.

EXECUTIVE SUMMARY

To be among the best will require bold thinking, wise use of existing resources and assets, and a willingness to do things differently. There are lots of things that could be done, lots of things that should be done. But success will require focus, good organization and disciplined actions, lest we waste resources and achieve only modest gains. We must do what is essential, attainable, affordable and measurable.

To this end, this plan focuses on three key result areas:

1. **Establishing a modern "21st Century Classroom";**
2. **Creating a rational, workable, accountable governance system; and**
3. **Providing adequate and sustained school funding.**

What specific goals are associated with each of these target areas? What are the major tasks, or "building blocks," to achieving them? Who must be responsible for each task? In what order should these tasks be addressed? How much will each cost? This plan responds to these questions.

ACHIEVING THE "21st CENTURY CLASSROOM"

What is it? It is a new kind of learning environment orchestrated by well prepared teachers equipped with the best available technology, all focused on improving student performance.

Major building blocks:

1. Provision of a sound instructional program, with a "full tool box" of resources supported by a Basic Education Program (BEP) funding formula.
2. A commitment to the education of all students, with additional resources for children at risk.
3. Full use of modern technology and research based teaching strategies, with commitment to prepare school personnel to use this technology.

ACHIEVING A RATIONAL, WORKABLE, ACCOUNTABLE GOVERNANCE SYSTEM

What is it? It is an organizational structure with clear lines of authority and responsibility which promotes efficiency and accountability.

Major building blocks:

1. Legislative, State Board, and State Department action to purge existing provisions which confound good governance and leadership practices and provision of a management information system that promotes accountability and good business practice.
2. Securing and supporting the best leadership possible for schools and school systems.

3. State Board and local board action to embrace policies promoting more school-based decision making authority.

ACHIEVING ADEQUATE AND SUSTAINED SCHOOL FUNDING

What is it? It is a logical formula that links appropriations to goals and costs, and allocates funding responsibility appropriately to state and local funding sources.

Major building blocks:

1. Legislative action to fund the Basic Education Program funding formula, provide funding for special state initiatives, and establish a dedicated school fund for state education appropriations.

2. Legislative action mandating minimum local funding, while allowing for local funding beyond the minimum mandated level.

3. State efforts to secure discretionary funds for innovations from private sources, and promotion of endowments for public schools.

ORGANIZATION OF THE PLAN

The Master Plan includes goals organized into Key Result Areas. The Plan further lists strategies, implementation schedules, and indicators of progress associated with each of the strategies. Finally, the plan presents a cost analysis for the next five years.

The 1992 Master Plan is a logical continuation of the 1991 plan. While the State Board of Education remains committed to achieving the goals set forth last year, the Board has made some minor adjustments to the plan. Adjustments in some strategies have been made for consistency with the Education Improvement Act, currently before the General Assembly. Indicators of progress have been adjusted slightly for compatibility with measures adopted by the National Educational Goals Panel. Implementation schedules were updated to reflect work already accomplished and were revised for consistency with the anticipated legislative time frame.

MISSION

To ensure that Tennessee schools are among the best in the nation.

VISION OF THE 21st CENTURY SCHOOL

What is the vision that we hold for schools as we approach the 21st century? At the very heart of the education enterprise is the relationship between teacher and student. The vision is of teachers who communicate high expectations to all students, while guiding them in learning independently and working cooperatively. Teachers will literally expect success for all students.

Teachers and others will understand what is to be taught and learned in a way that educates the whole child. Schools will develop students' capabilities to use communications and mathematics skills throughout their lives; to apply concepts from the humanities, the arts, mathematics, the sciences, and social studies; to adapt to changing environments; to understand the values upon which our country was founded; and to accept the responsibilities of good citizenship.

The primary grades will engage children in developing communications and mathematics skills and nurture their innate curiosity. The middle grades will provide an opportunity for students to extend their knowledge of the world and become active problem solvers. The high school experience will be a bridge rather than a termination point, an opportunity to establish real competency in areas essential for success in college and advanced technical education.

Teachers and students will be supported by a new kind of classroom, a learning environment organized to facilitate cooperation among teachers and equipped with state-of-the-art technology that will change the way students learn and the way teachers teach. Technology will not be thought of as an end in itself, but as a means to bring the world to the classroom and to make possible the targeting of individual interests and needs. Educators will finally be freed to go beyond providing for groups of students and allowed the opportunity to focus on individuals. They also will accept responsibility to do well for all of their students, regardless of the problems these children may bring with them.

Sufficient resources will exist for school personnel to do the job well. Sustained, adequate funding mechanisms will allow educators to concentrate on the education of their students.

Teachers and principals will operate in a professional working environment, with ample opportunities for mutual support and professional development. Crucial decisions about teaching and learning will be made much closer to the focus of the action than they are now. Each schools' faculty will work together in planning and deciding about instructional strategies, programs, and the use of resources.

Tennessee's 21st century schools will expect active involvement of students' parents in the education of their children. New technologies and procedures will both allow and encourage this partnership. Schools will actively help parents to be educational partners.

Finally, schools will be a place children enjoy. Their pleasure will come from the challenge, the opportunity to learn, the relationship with concerned and capable teachers, and the joy of achievement.

GOALS

I. THE 21st CENTURY CLASSROOM

A. Sound Instructional Program; Full Tool Box of Resources

- All children will complete the third grade having developed the capabilities to read, write, and solve mathematical problems effectively.
- All children will complete the eighth grade having demonstrated competency in challenging subject matter and having developed the ability to learn independently and use their minds well.
- Children with identified disabilities will progress in accord with their Individualized Educational Programs (IEPs).
- All students admitted to public colleges and universities will be prepared to begin college-level work.
- All students graduating with an emphasis in vocational education will be prepared to compete effectively in the job market and/or to succeed in post-secondary technical education.
- The average achievement level of Tennessee students will exceed the national average and will be in the top one-third of the states in the Southeast.
- The Tennessee school curriculum will include challenging subject matter so that all students learn to use their minds well and are prepared for responsible citizenship, further learning and productive employment.
- Teaching will be a profession of choice for a significant portion of the best and brightest graduates of the state's colleges and universities.

B. Education of All Students; Additional Resources for Those At Risk

- <u>All</u> children will begin school ready to learn.
- At least 90 percent of all students will complete high school.
- At least 90 percent of the adult population will be literate.

C. Technology

- State-of-the-art technology will be used to improve instruction and learning in all schools, to provide professional development, to manage schools and school systems, and to link all schools in a statewide information network.

II. SCHOOL GOVERNANCE

A. Accountability

- **State and local education policies will be focused on results rather than process.**
- **Tennessee will have a management information system that provides information on students, schools, and school systems to improve learning and assist policy making.**

B. Leadership

- **All leaders of schools and school systems will be prepared to demonstrate improved performance of schools and school systems.**

C. School-Based Decision Making

- **School-based decision making will be the rule rather than the exception in schools.**

III. ADEQUATE AND SUSTAINED FUNDING

- **A comprehensive approach to funding schools will provide adequate and equitable distribution of resources on a continuing basis, will provide adequate funding for new initiatives, and will be tied to goals and accountability standards.**

I. KEY RESULT AREA: THE 21st CENTURY CLASSROOM

The major building blocks for achieving the 21st Century Classroom are: provision of a sound instructional program, a full tool box of resources; additional commitment of resources to at-risk students; and exploration of modern technology for learning.

A. SOUND INSTRUCTIONAL PROGRAM; FULL TOOL BOX OF RESOURCES

1. Primary and Middle Grades

Goals:

All children will complete the third grade having developed the capabilities to read, write, and solve mathematical problems effectively.

All children will complete the eighth grade having demonstrated competency in challenging subject matter and having developed the ability to learn independently and use their minds well.

Children with identified disabilities will progress in accord with their Individualized Educational Programs (IEPs).

Current Situation: Approximately one-fifth of third grade students have not mastered the skills essential for continued success in school. Approximately one-fourth of eighth grade students have fallen behind so that they are at-risk of dropping out of school.

Strategies:

1. Provide all schools with the essential components needed for the Basic Education Program, including personnel, reduction in class size, technology, textbooks, materials, transportation, capital expenditures, and other state-funded initiatives. (Legislative action required).

   Implementation Schedule: Beginning in FY 93, phase in increases in personnel and class size reduction when school systems have in place the facilities and policies needed to ensure the best use of the new resources.

2. Provide a kindergarten program that is developmentally appropriate and require all children to participate prior to enrolling in first grade. (Legislative action required).

   Implementation Schedule: Implement program, including instruction and transportation, for 100% of children beginning in fall, 1993 (FY 94).

3. Create a curriculum appropriate for today's needs and use instructional strategies that are effective for today's students. Use performance information from the state's testing program to adjust instruction, minimize retentions in grade, and avoid student failure.

   Implementation Schedule: Review curriculum and begin developing student achievement feedback system in FY 93.

4. Promote the use of non-graded classrooms in primary grades, flexible staffing arrangements, innovative school schedules, and instructional strategies such as peer tutoring and cooperative learning through staff development.

   Implementation Schedule: Provide through the professional development package beginning in FY 93.

5. Promote the implementation of middle schools concept through staff development. Create schools within schools where teachers and students function as teams; use practices such as flexible scheduling and cooperative learning.

   Implementation Schedule: Promote through the professional development package beginning in FY 93.

6. Promote the use of appropriate instructional strategies for gifted and talented students and provide professional development opportunities for their teachers.

   Implementation Schedule: Provide through the professional development package beginning in FY 93.

7. Ensure the achievement of all students with disabilities through the use of IEPs with continued emphasis on placing students in the least restrictive environment. Clarify definitions of handicapping conditions. Provide training for special education and regular classroom teachers.

   Implementation Schedule: Provide through the professional development package beginning in FY 93.

8. Increase the number of art, music and physical education teachers in order to strengthen instruction in art, music and physical education in grades K-8.

   Implementation Schedule: Implement as part of the BEP beginning in FY 93.

9. Provide guidance services for students in grades K-8.

   Implementation Schedule: Implement as part of the BEP beginning in FY 93.

10. Establish formal parent involvement programs with trained personnel in elementary schools.

    Implementation Schedule: Provide grants to additional schools for parent involvement programs. Phase in beginning in FY 93 over five years.

11. Promote development of school age child care programs in schools.

    Implementation Schedule: Provide technical assistance to local school systems and coordinate development with the State Plan for Child Care and Development Block Grant. Forty-nine school systems (171 schools) currently have programs.

Indicators of Progress:

1. Student performance in grades 2-8 as measured by the TCAP. Baseline data 1990-91.

2. Student performance in grades 4 and 8 on the writing assessment.

3. Performance of 4th and 8th grade students on national exams to be developed in English, mathematics, science, history and geography.

4. Number of children retained in grade at each grade level.

2. High School

Goals:

All students admitted to public colleges and universities will be prepared to begin college-level work.

All students graduating with an emphasis in vocational education will be prepared to compete effectively in the job market and/or to succeed in post-secondary technical education.

Current Situation: About half of the students entering public colleges and universities require remedial or developmental courses. ACT scores of high school seniors are slightly below the national average. Almost half of the high school graduates enrolled in vocational technical schools participate in basic skills courses in order to be successful in their technical occupational programs. Employers report that many high school graduates lack skills in reading, writing and problem solving, and do not have appropriate work attitudes.

Strategies:

1. Restructure the high school curriculum so that all students learn a common set of competencies during their freshman and sophomore years.

Implementation Schedule: Review curriculum beginning in FY 92 and provide staff development as part of the staff development package beginning in FY 93.

2. Provide a high school curriculum that addresses the academic subjects and competencies defined by The College Board and ensure that every high school offers the courses required for college admission to Tennessee's public institutions of higher education.

   Implementation Schedule: Most high schools offer all courses, with the exception of small high schools and K-12 schools. Provide courses through distance learning.

3. Integrate a solid core of mathematics, sciences, and communications into the entire vocational curriculum and expand successful pilot courses.

   Implementation Schedule: Provide start-up funding and maintenance to 300 schools for courses requiring new laboratory equipment. Phase in over a four year period beginning in FY 93.

4. Emphasize the responsibilities of high school guidance counselors regarding the importance of course work guidance and career counseling for students.

   Implementation Schedule: Provide through professional development package beginning in FY 93.

5. Provide assessment instruments to assist high schools in diagnosing the needs of sophomores and juniors and determining their college readiness.

   Implementation Schedule: Provide state funds for the local schools to use either the AAPP of the Tennessee Board of Regents or the P-ACT of the American College Testing Program.

6. Administer an exit examination to all seniors: administer a work readiness assessment for non-college bound students or a college entrance examination for college bound students.

   Implementation Schedule: Work readiness assessment to be developed by ACT. Administration of the exams to be funded by the state. Begin assessment in FY 93.

7. Expand summer Governor's Schools and increase student participation in advanced placement programs.

   Implementation Schedule: Add 4 new Governor's Schools beginning in FY 93. Currently 40% of secondary schools offer advanced placement courses.

8. Develop partnerships between schools and industry to provide work place experiences for students and to increase vocational teachers' knowledge and understanding of manpower needs of local industries.

   Implementation Schedule: Provide start-up funds to 10 programs in FY 93.

9. Adapt vocational education programs to meet the needs of students at risk because of their environment or disability.

   Implementation Schedule: Provide staff development for vocational education teachers.

10. Develop a system to monitor what students do when they leave high school and how successful they are in higher education and/or the work force.

    Implementation Schedule: Develop and implement in FY 93.

Indicators of Progress:

1. Performance of 10th grade students on TCAP. Baseline data 1990-91.

2. Performance of 11th grade students on the writing assessment.

3. Performance of 12th grade students on national exams to be developed in English, mathematics, science, history and geography.

4. Performance of 12th grade students on the ACT and/or a work readiness assessment.

5. Number of students who enter colleges, universities, and post-secondary technical institutions, public and private.

6. Number of students who require remedial or developmental courses at public colleges and universities and post-secondary technical institutions.

7. Number of students completing advanced placement courses and number of students scoring 3 or above on advanced placement examinations.

3. Performance Expectations and Curriculum

Goal:

The average achievement level of Tennessee students will exceed the national average and will be in the top one-third of the states in the Southeast.

The Tennessee school curriculum will include challenging subject matter so that all students learn to use their minds well and are prepared for responsible citizenship, further learning and productive employment.

Current Situation: While Tennessee has made dramatic gains in the last five years, student performance is uneven across school systems and remains below the national average in several critical areas. A new comprehensive statewide assessment program was implemented beginning in 1989-90. The Tennessee Comprehensive Assessment Program (TACP) includes mandated norm referenced and criterion referenced tests for grades 2 through 8 and a norm referenced test for grade 10. Optional tests are available for use at other grade levels. A writing assessment will be implemented in grades 4, 8 and 11 in fall 1992. All students must pass a proficiency test in order to receive a regular high school diploma.

Current Situation: Tennessee schools are guided by state curriculum frameworks that are revised on a six year cycle. While this periodic review is useful, it is time to review the entire curriculum to determine how the various parts of the curriculum can be integrated into a coherent whole.

Strategies:

1. Establish specific goals for student achievement on a statewide basis. Require local school systems to establish goals as part of their local plans.

   Implementation Schedule: Establish goals using baseline data for 1990-91.

2. Build and maintain an appropriate statewide assessment program that includes nationally normed standardized instruments, criterion referenced instruments, and assessments of writing. Refine the assessment program to include performance based assessment so that reasoning and problem solving skills are assessed as well as basic skills.

   Implementation Schedule: Begin implementation and scoring of the writing assessment in grades 4, 8 and 11 in FY 93. Refine the assessment system beginning in FY 93.

3. Provide technical assistance and staff development to assist local educators in the appropriate interpretation of test results, both for diagnostic purposes and redesigning curriculum.

   Implementation Schedule: To be funded through the professional development package beginning in FY 93.

4. Evaluate the traditional scope and sequence of elementary curriculum and high school courses in light of new knowledge regarding how students learn and what they need to know.

   Implementation Schedule: Review curriculum beginning in FY 92.

5. Revise curriculum frameworks and guides with a view toward curriculum integration.

   Implementation Schedule: Revise frameworks and guides in the regular six year cycle in accordance with findings made in strategy I.A.3 #4.

6. Analyze textbooks and provide information to local school systems about the books' quality and appropriateness for achieving the goals stated in the curriculum frameworks.

   Implementation Schedule: To be done regularly by the State Textbook Commission.

7. Provide staff development for teachers related to curriculum and teaching strategies. Assist teachers in teaching problem solving in addition to basic skills. Encourage the use of literature-based language arts instruction and hands-on activities in math and science instruction.

   Implementation Schedule: To be funded through the professional development package beginning in FY 93.

8. Strengthen math and science education at all grade levels: revise the curriculum to emphasize problem solving; revise assessment consistent with the new curriculum; increase the number of high school students taking algebra and advanced mathematics courses; and ensure that teachers have substantive background in math and science.

   Implementation Schedule: Curriculum revision and teacher education reform is underway. Professional development is to be funded through the professional development package beginning in FY 93.

Indicators of Progress:

1. Change in performance of students in grades 2 through 8 and grade 10 on the Tennessee Comprehensive Assessment Program (TCAP). Baseline data 1990-91.

2. The ability of students to read, reason, solve problems, apply knowledge, and write and communicate effectively as measured by TCAP, college entrance examinations, and work readiness assessments.

3. Students' perceptions about the rigor of the educational program.

4. Students' attendance rates.

5. Number of recent graduates requiring remedial work in institutions of higher education.

4. Teaching Profession Enhancement

Goals:

Teaching will be a profession of choice for a significant portion of the best and brightest graduates of the state's colleges and universities

Current Situation: Mean ACT scores for teacher education graduates are slightly higher than the mean for all students entering state colleges and universities. The rate of teacher turnover in Tennessee is 7%, about the same as national estimates. Building a capable teaching force is critically important for the achievement of the other goals.

Strategies:

1. Provide beginning teacher salaries and average teacher salaries that are nationally competitive.

   Implementation Schedule: To be implemented over a 4 year period beginning in FY 93.

2. Make the work environment for teachers more professional and collegial by promoting meaningful involvement in decision making, minimizing required paperwork and menial tasks, and providing adequate support staff and teaching materials.

   Implementation Schedule: This is related to other initiatives in the plan: School-based decision making, the management information system, and teacher assistants and materials provided as part of the BEP phase-in schedule.

3. Promote initiatives to raise the profile of the teaching profession, including making the accomplishments of teachers more visible to the public.

   Implementation Schedule: Initiatives are underway.

4. Increase the number of well qualified candidates preparing to become teachers, with particular emphasis on minority teachers. Expand loan/scholarship program for prospective teachers, establish teaching fellows service awards for outstanding high school seniors, and support future teacher organizations.

   Implementation Schedule: These activities are underway. Costs of loan/scholarship program and teaching fellows service awards are included in the higher education budget.

5. Create a statewide registry of applicants for teaching and administrative positions to assist local school systems in identifying prospective qualified teachers and school leaders.

   Implementation Schedule: Implement in FY 93.

6. Provide incentives and rewards for teaching excellence.

   Implementation Schedule: Currently 200 mini grants are awarded annually for creative teaching. Expand the program each year in FY 93 through FY 97.

7. Create a state-of-the-art professional development program to support educators' implementation of the reform package.

   Implementation Schedule: Phase in professional development package beginning in FY 93. Provide funds to local school systems to use for professional development to meet the objectives of the education reform plan; use in-service days more productively to meet the objectives of the education reform plan and to meet local school improvement objectives; expand successful academies for teachers and administrators.

8. Make the improvement of teaching the primary goal of the state's Career Ladder program by linking Career Ladder teacher evaluations to staff development.

   Implementation Schedule: Changes in Career Ladder program are being implemented in FY 92. Staff development for teachers to be implemented as part of the professional development package.

9. Implement the new Teacher Education Policy including licensure standards and program approval procedures based in part on the performance of graduates in the classroom.

   Implementation Schedule: New program approval standards were implemented beginning in spring 1991. New licensure standards apply to candidates no later than May, 1994.

10. Implement state funded induction programs for teacher candidates and beginning teachers. Evaluate the programs to determine which are most effective in preparing teachers and reducing attrition among new teachers.

    Implementation Schedule: Pilot induction programs for 100 teachers in FY 93. Implement statewide in FY 94 for 1,800 teacher candidates and beginning teachers. Evaluate the programs in FY 96. Provide funding for teacher mentors and professional development.

11. Encourage highly qualified persons with college degrees to become licensed teachers through alternative preparation for licensure.

    Implementation Schedule: Implement in FY 92.

12. Establish a system to collect and report the data required to determine teaching areas of actual and potential shortage and to chart the participation of minorities in the teaching profession.

    Implementation Schedule: To be developed by SDE in FY 92.

Indicators of Progress:

1. Number of persons who become licensed as teachers.

2. Teachers' satisfaction levels regarding working conditions.

3. Teachers' attendance rates.

4. Rate of participation of teachers in professional development activities and participant satisfaction regarding professional development programs.

5. ACT and grade point average of persons entering teacher education programs.

6. Results on national assessments of teacher candidates.

7. Proportion of minorities in the teaching profession.

B. EDUCATION OF ALL STUDENTS; ADDITIONAL RESOURCES FOR THOSE AT RISK

1. Early Childhood Education

Goal:

<u>All</u> children will begin school ready to learn.

Current Situation: Children come to school from environmental backgrounds that vary widely and that affect their readiness to learn. Some children live in families that are able to offer their children rich experiences in language and learning; others come to school with limited vocabularies and little exposure to the world outside their immediate neighborhoods. By the third grade, approximately one-fifth of the students have not developed the capabilities to read, write and solve mathematical problems essential for subsequent success in school.

Strategies:

1. Expand the availability of comprehensive early childhood education programs in community and school settings to four year old children who are at risk and to their parents. Coordinate efforts with federally funded Head Start programs and provide state funding to serve children not served by Head Start. Ensure that programs are developmentally appropriate and articulate with the primary grades program.

   Implementation Schedule: Use existing and new federal Head Start funding to serve 7,400 four year olds. Provide state funding to serve 10,800 four year old children not served by Head Start. Phase in the program over three years beginning in FY 94, providing funding for program and start-up costs.

2. Expand the availability of early intervention programs in community and school settings to children ages 0 to 3 with disabilities and to their parents.

   Implementation Schedule: Implementation has begun; complete phase-in in FY 96.

3. Provide assistance to local schools systems to develop parenting skills programs for parents/guardians of preschool children who are at risk. Assist local school systems to emulate others' successful programs.

   Implementation Schedule: Implement in FY 93.

4. Promote the use of instructional practices in the primary grades that have been demonstrated to be effective with at-risk students including tutoring, cooperative learning, flexible staffing, and periodic assessment so that no child falls behind.

   Implementation Schedule: Provide through professional development package beginning in FY 93.

5. Provide further reductions in class size in elementary schools with high concentrations of children from low socioeconomic environments. Reduce staffing ratios to 15 to 1 in grades kindergarten through three for these schools. (Legislative action required).

   Implementation Schedule: Use federal Chapter I funds to reduce class size in grades kindergarten through three in schools with 75% or more children eligible for free or reduced price lunches. Use state funds to reduce class size in schools with 60% or more children eligible for free or reduced price lunches. Complete the phase-in of state funds in FY 93.

6. Link the human and fiscal resources of all state agencies involved in children and youth services to minimize environmental and nutritional disadvantages as children advance from birth to age five. Establish a management information system to assist in coordination of services.

   Implementation Schedule: Feasibility study of the management information system has been completed; implementation is to be determined.

Indicators of Progress:

1. Number of four-year-old children served by federal programs and by state programs; percentage of four-year-old children who are at risk who are served by comprehensive early childhood programs; percentage of all first grade students who have had one year of pre-kindergarten programs.

2. Number of parents served in comprehensive early childhood programs.

3. Mastery of the Tennessee language and math curriculum in grades 2 and 3 as measured by TCAP.

2. School Completion

Goal:

At least 90 percent of all students will complete high school.

Current Situation: Three-fourths of students entering ninth grade remain in school until the twelfth grade. However, only about two-thirds of students entering ninth grade graduate at the end of their senior year. Some students graduate during the next calendar year and others complete requirements for the GED.

Strategies:

1. Develop specific state and local initiatives that assure early identification of and intervention for students at risk.

   Implementation Schedule: Implement through local needs assessments and plans.

2. Establish learning centers in urban housing projects to provide homework assistance and counselling for resident children and to provide an opportunity for family members to learn parenting and literacy skills.

   Implementation Schedule: Six centers have been established. Establish 20 centers in FY 93 and phase in to 100 centers in FY 97.

3. Develop comprehensive career awareness programs in middle schools to help students appreciate the value of a high school education and understand the consequences of not acquiring a degree.

   Implementation Schedule: Curriculum development and dissemination in FY 93.

4. Make available to students in all high schools Jobs for Tennessee Graduates and other school-to-work transition programs.

   Implementation Schedule: The program currently serves 2,200 students in 74 high schools. Phase in additional programs beginning in FY 93 through FY 96 to serve 5,700 additional students.

5. Develop programs in high schools to assist pregnant teenagers and teenage parents to acquire a high school education and learn parenting skills.

   Implementation Schedule: Phase in over three years beginning in FY 94 so that 120 schools will be served by FY 96.

6. Support Drug Free Tennessee programs in all school systems.

   Implementation Schedule: The program has been implemented and is supported by federal funds.

7. Expand the Governors' Study Partners Program (peer tutoring) to all high schools.

   Implementation Schedule: The program now serves 145 high schools and 100 junior high and middle schools. Phase in the program to include all high schools by fall 1995 (FY 96).

8. Implement a system to collect and report state dropout data according to a common definition.

   Implementation Schedule: The program was piloted in 19 school systems and was implemented statewide in 1989-90.

9. Require local school systems to develop plans for reducing dropout rates as part of their needs assessment and planning process. Provide additional alternative schools for disruptive students. Encourage local school systems to define and link the roles of schools, communities and other government agencies. Provide incentives to local schools for making significant progress.

   Implementation Schedule: School systems have begun planning. Complete implementation of alternative schools in FY 93.

10. Focus high school guidance systems to support and advise students regarding the relationship of educational requirements to career options so that students are more likely to want to stay in school and achieve their goals.

    Implementation Schedule: Implement as part of the BEP beginning in FY 93.

Indicators of Progress:

1. Performance in grades 2 through 8 and grade 10 of students in the lowest fourth as measured by the TCAP.

2. Performance on the Tennessee Proficiency Test requirement.

3. Percent of students who graduate from high school in spring graduation and during the next 12 months.

4. Number of students age 19 or below who receive a GED.

3. Literacy Attainments for Adults

Goal:

At least 90 percent of the adult population will be literate.

Current Situation: Approximately 1.2 million adults in Tennessee have less than a high school diploma; of these, approximately 450,000 have less than an eighth grade education. What is needed is a continuous program through which adults can advance from basic literacy through the achievement of the GED or the high school diploma.

Strategies:

1. Establish year-round literacy programs with full-time coordinators in all counties.

   Implementation Schedule: Complete the implementation by FY 93 of full-time (12 months) coordinators in all counties.

2. Initiate work place literacy programs in businesses and industries through cooperative efforts between state government and the private sector.

   Implementation Schedule: Establish 8 pilot sites in FY 93.

3. Increase the percentage of persons who have dropped out of school who enroll in and complete the GED (General Education Development) program.

   Implementation Schedule: The year-round literacy programs and work place literacy programs will promote this.

4. Support the development of adult high schools in existing facilities where needed across the state.

   Implementation Schedule: In FY 93 and FY 94, provide start-up grants to five school systems each year. Instructional costs are funded through the BEP.

5. Establish learning centers in urban housing projects to provide adult literacy programs integrated with parent involvement programs.

   Implementation Schedule: Same as strategy I.B.2 #2.

Indicators of Progress:

1. Number of work place literacy programs, both state-funded and non state-funded and number of students served.

2. Number of persons who obtain the GED.

3. Number of adult high schools and number of students who attend and who complete high school programs.

4. Number of adults who progress from one level of literacy to another in all programs.

C. TECHNOLOGY

Goal:

State-of-the-art technology will be used to improve instruction and learning in all schools, to provide professional development, to manage schools and school systems, and to link all schools in a statewide information network.

Current Situation: Some schools have sophisticated instructional programs using computer applications, a few schools have piloted distance learning for instruction, and most schools have limited computer capabilities to assist in managing information.

Strategies:

1. Appoint an education technology committee to determine the best uses of technology for instruction, professional development and management; to provide recommendations regarding technology applications to the State Board of Education and State Department of Education; and to work with the Information Systems Council to ensure compatibility.

   Implementation Schedule: Implement beginning in FY 93.

2. Develop cooperative initiatives with institutions of higher education, public television, business and industry to undertake research and development and to produce equipment and programs using new technologies for instruction, professional development, and management.

   Implementation Schedule: Begin in FY 93, supported primarily by the private sector.

3. Promote the application of state-of-the-art technology in all instructional areas. Examples are:

   Technology to provide access to information.

   Computer applications to facilitate learning objectives including reading, writing, and mathematics.

   Interactive video to immerse students into problem solving situations using new and existing video productions.

   Distance learning in all school systems which need such services.

   Communications between parents and schools with telephone hotlines and other techniques.

   Access to education programming through an education information utility.

   Implementation Schedule: Invest in technological applications for schools beginning in FY 93. In FY 93 equip 2 classrooms per school system and distribute additional funds based on ADM. Equalize the cost through the BEP formula. Phase in additional applications in accordance with a state plan to be determined.

4. Expand the use of technology for professional development and instructional planning.

   Implementation Schedule: Covered in other strategies.

5. Use technology to improve the management of classrooms, schools, and local school systems and to improve communication among schools, school systems, and the state.

   Implementation Schedule: Feasibility study for a management information system has been completed. Cost to develop the system has not yet been decided.

6. Provide professional development for teachers and school leaders regarding the applications of technology.

   Implementation Schedule: Provide through the professional development package.

Indicators of Progress:

1. Student performance as measured by TCAP and the writing assessment.

2. Teachers' satisfaction levels and changes in teachers' instructional practices.

II. KEY RESULT AREA: WORKABLE AND ACCOUNTABLE SCHOOL GOVERNANCE

The major building blocks for achieving a governance system designed to work are legislative, State Board of Education and State Department of Education action to eliminate unnecessary provisions and establishment of a management information system; securing and supporting the best possible leaders; and state and local board action to promote school-based decision making.

A. ACCOUNTABILITY

Goals:

State and local education policies will be focused on results rather than process.

Tennessee will have a management information system that provides information on students, schools, and school systems to improve learning and assist policy making.

Current Situation: Many state laws, rules, regulations and guidelines are too prescriptive regarding how tasks are to be accomplished and schools are hampered in their ability to operate effectively. The current management information system is inadequate.

1. Focus state and local education policies on results rather than on process. Eliminate state laws, State Board of Education rules and regulations, and State Department of Education procedures and guidelines that are not necessary for the assurance of good schools. (Legislative action required).

   Implementation Schedule: State Board of Education rules were revised in 1991. Revision of state laws to be completed in FY 92.

2. Develop and maintain a value-added assessment system capable of determining the progress made by students, schools, and school systems. Develop a reporting system that takes into account demographic characteristics of school systems.

   Implementation Schedule: Use TCAP to measure value added in grades 2-8, beginning with school systems in FY 92.

3. Establish and monitor performance expectations for students, schools and school systems. Establish standards for performance funding and for the identification of school systems to be placed on probation.

   Implementation Schedule: Establish performance expectations beginning in FY 92.

4. Annually communicate information to local school systems and others about the performance of school systems and schools, including student test results, attendance, high school completion rates, accreditation, and per pupil expenditures.

   Implementation Schedule: Develop and disseminate an expanded report card beginning in FY 94.

5. Develop a management information system to improve management of local school systems, improve communication between school systems and the state, and make accessible to the State Board of Education and the State Department of Education information needed for resource deployment and policy making.

   Implementation Schedule: Feasibility study for a management information system has been completed. Cost to develop the system has not yet been decided.

6. Ensure the accountability function capacity within the State Board of Education and the State Department of Education to monitor progress in achieving school improvement initiatives and performance objectives.

   Establish accountability policies, performance expectations, and standards for identification of school systems to be placed on probation (State Board of Education).

   Administer policies, collect accountability information for use by the State Board of Education and State Department of Education, and make recommendations (State Department of Education).

   Consider and approve accountability recommendations, including recommendations regarding performance funding and the identification of school systems to be placed on probation (State Board of Education).

   Provide annual accountability reports to the General Assembly, the Governor, and local school systems (State Board of Education and State Department of Education).

   Implementation Schedule: Begin in FY 93.

Indicators of Progress:

1. Student performance as measured by TCAP and other measures.

2. Adequacy of information base for use by schools and state policymakers.

B. SCHOOL LEADERSHIP

Goal:

All leaders of schools and school systems will be prepared to demonstrate improved performance of schools and school systems.

Current Situation: School leaders in some school systems engage in systematic planning, monitor performance, and operate within clear lines of responsibility. However, in many school systems, the lines of responsibility are not clear. School leadership must be strengthened if the other goals in this plan are to be achieved.

Strategies:

1. Provide the best possible pre-service preparation and professional development opportunities for principals.

   Implementation Schedule: Recommendations for pre-service preparation will be considered in FY 92. Provide staff development through the professional development package beginning in FY 93.

2. Revise procedures for recruiting, assessing and selecting principals.

   Implementation Schedule: Recommendations will be considered in FY 92. Costs for development and administration of assessment have not been determined.

3. Require local boards of education to appoint superintendents. (Legislative action required).

   Implementation Schedule: To be implemented upon legislative action in 1992.

4. Authorize superintendents to function as the chief executive officers of their school systems including authority for personnel; maintain standards for due process. (Legislative action required).

   Implementation Schedule: To be implemented upon legislative action in 1992.

5. Require local school boards to develop long range plans to include annual needs assessments, goals, objectives and strategies. Require local boards to develop assessment procedures and to provide feedback in regard to the degree to which stated goals and objectives were achieved.

   Implementation Schedule: Implementation began in FY 91.

6. Provide local school board members annual training opportunities of high quality through the School Board Member Training Academy.

   Implementation Schedule: Has been implemented since FY 91.

7. Continue to provide high quality professional development opportunities for superintendents through the Tennessee Executive Development Program.

   Implementation Schedule: Has been implemented.

8. Establish a competitive salary program for principals.

   Implementation Schedule: To be implemented as part of the BEP phase-in schedule.

9. Promote the 12-month utilization of school facilities to strengthen the instructional program, and facilitate reduction in class size; use the extended contract program.

Implementation Schedule: Implement in FY 93. Reduction in class size and extended contract to be funded through the BEP.

10. Increase the number of school-business partnerships, so that partnerships exist in every school in the state.

    Implementation Schedule: Is being implemented; 80% of school systems are involved in some form of partnership.

Indicators of Progress:

1. Student performance on TCAP for the state, school systems and schools.

2. Dropout, absentee and retention rates for the state, school systems and schools.

3. Rate of participation of principals, superintendents and school board members in professional development activities and participant satisfaction regarding professional development programs.

C. SCHOOL-BASED DECISION MAKING

Goal:

School-based decision making will be the rule rather than the exception in schools.

Current Situation: For schools to be effective, those closest to the situation must have the authority to fashion programs to meet the needs of the students. A few school systems have experimented with school based decision making.

Strategies:

1. Implement school-based decision making by authorizing school boards, superintendents, principals, teachers, students, parents and community leaders to fulfill enlarged roles as decision makers in the schools within the limits established by law and policy.

   Implementation Schedule: To be implemented on a voluntary basis.

2. Provide professional development opportunities and resources to local educators to enable them to implement school-based decision making. Establish ten schools as model demonstration sites in school-based decision making.

   Implementation Schedule: Provide staff development through the professional development package beginning in FY 93. Initiate model demonstration sites in FY 93. Resources are to be provided through the BEP.

3. Involve teachers in decision making in schools in regard to curriculum, textbooks, classroom management, professional development, and other matters related to the teaching-learning process.

Implementation Schedule: Provide staff development through the professional development package beginning in FY 93.

4. Make parents and community leaders active partners with school boards in the development of educational goals; involve parents and community members in the school-based decision making process.

   Implementation Schedule: Provide training through the professional development package beginning in FY 93.

5. Develop state-level programs designed to instill positive attitudes and high self-esteem among all individuals who work and study in local schools.

   Implementation Schedule: Is being implemented in 75 schools; expand to additional schools in FY 93.

6. Establish at least one "break the mold" school in each of the nine State Board of Education districts in conjunction with the proposed U.S. Department of Education New American Schools Program.

   Implementation Schedule: Provide technical assistance beginning in FY 93.

Indicators of Progress:

1. Number of schools implementing school-based decision making and satisfaction levels of school personnel and community leaders.

2. Student performance on TCAP, absentees, retentions, dropouts and other assessments in schools that have implemented school-based decision making.

III. KEY RESULT AREA: ADEQUATE AND SUSTAINED FUNDING

The major building blocks for achieving adequate and sustained funding and accountability are legislative action to fund a basic support formula and special initiatives; legislative action mandating minimum local funding; and state efforts to secure discretionary funds from private sources.

Goal:

A comprehensive approach to funding schools will provide adequate and equitable distribution of resources on a continuing basis, will provide adequate funding for new initiatives, and will be tied to goals and accountability standards.

Current Situation: Current funding mechanisms are not related to the costs of an adequate statewide educational program.

A. STATE FUNDING

Strategies:

1. Establish a Basic Education Program, to include instruction and operations, state level strategies and special initiatives, and capital expenditures, based on identified cost criteria and designed to provide the fiscal support from state and local revenues required to ensure sufficient funding on a continuing basis in every school system in the state. Review and update the Basic Education Program annually. (Legislative action required).

   Implementation Schedule: Implement beginning in FY 93.

2. Provide sufficient state funding for the state's share of the Basic Education Program. (Legislative action required).

   Implementation Schedule: Implement beginning in FY 93.

3. Establish a dedicated school fund consisting of all state funds appropriated for public schools. (Legislative action required).

   Implementation Schedule: To be implemented upon legislative action in FY 92.

4. Provide funding for a value added performance funding system to direct state funds in excess of those in the Basic Education Program funding formula to local systems which demonstrate significant achievement according to appropriate assessment measures for students they serve. (Legislative action required).

   Implementation Schedule: Establish criteria for performance funding in FY 92. Make first award in FY 94.

B. LOCAL FUNDING

1. Require local school systems to contribute an amount to the Basic Education Program funding formula based on local fiscal capacity. (Legislative action required).

   Implementation Schedule: To be implemented beginning in FY 93.

2. Allow counties and/or school systems to impose additional taxes to provide educational services above those provided by the funding program. (Legislative action required).

   Implementation Schedule: To be implemented beginning in FY 93.

C. PRIVATE FUNDING

1. Establish a strategy for a gifts campaign for public schools.

   Implementation Schedule: A two year start-up would be required, beginning in FY 93.

2. Establish partnerships with business and industry to provide funds for specific initiatives.

   Implementation Schedule: Same as above.

Indicators of Progress:

1. Funding level of the basic funding formula.
2. Funding levels for statewide initiatives.
3. Progress in the performance objectives stated elsewhere in the plan.

APPENDIX A

MASTER PLAN COST ANALYSIS

State Board of Education Master Plan for Education Cost Analysis (Constant Dollars)	1991/92 ACTUAL	1992/93 PROPOSED	1993/94 PROJECTED	1994/95 PROJECTED	1995/96 PROJECTED	1996/97 PROJECTED	COMMENTS
I. 21st CENTURY CLASSROOM							
A. SOUND INSTRUCTIONAL PROGRAM; FULL TOOL BOX OF RESOURCES							
1. Primary and Middle Grades							
1 Provide all schools with essential components needed for BEP							See IIIA #2
2 Require all children to complete kindergarten before 1st grade			1,803,900	1,803,900	1,803,900	1,803,900	
3 Use appropriate curr, effective instructional strategies, performance information to avoid student failure							Professional Devel IA4 #7
4 Promote non-graded classes in K-3, cooperative learning							Professional Devel IA4 #7
5 Promote the implementation of middle schools							Professional Devel IA4 #7
6 Promote appropriate instr strategies for gifted/talented							Professional Devel IA4 #7
7 Enhance achievement of students with disabilities using IEPs							Professional Devel IA4 #7
8 Increase number of art, music & PE teachers in grades K-8							BEP Instr/Oper IIIA 1, 2
9 Provide guidance services for students in grades K-8							BEP Instr/Oper IIIA 1, 2
10 Establish formal parent involvement programs in elem schools	533,000	1,849,000	3,165,000	4,481,000	5,797,000	7,113,000	
11 Promote development of school age child care programs							No additional cost
2. High School							
1 Restructure HS curr; common competencies grades 9-10							Professional Devel IA4 #7
2 Ensure high schools offer courses req'd for college admission	295,000	295,000	295,000	295,000	295,000	295,000	
3 Integrate core of math/sciences/communications in voc curr		1,500,000	1,800,000	2,100,000	2,400,000	1,200,000	see footnote **
4 Emphasize responsibilities of HS guidance counselors							Professional Devel IA4 #7
5 Assess college readiness of sophomores and juniors		360,000	360,000	360,000	360,000	360,000	
6 Administer work-readiness assessment for non-college bound students, ACT for college bound students		605,000	605,000	605,000	605,000	605,000	
7 Expand Gov's Schools, increase students in adv placement	1,332,800	2,332,800	2,332,800	2,332,800	2,332,800	2,332,800	
8 Develop partnerships between schools and industry for voc ed		500,000	750,000	1,000,000	1,000,000	1,000,000	see footnote **
9 Adapt voc ed programs to meet needs of students at risk							Federal Funds
10 Develop system to monitor what students do after high school		250,000	250,000	250,000	250,000	250,000	

BEST COPY AVAILABLE

State Board of Education Master Plan for Education Cost Analysis (Constant Dollars)	1991/92 ACTUAL	1992/93 PROPOSED	1993/94 PROJECTED	1994/95 PROJECTED	1995/96 PROJECTED	1996/97 PROJECTED	COMMENTS
I. A. 3. Performance Expectations and Curriculum							
1 Establish specific statewide goals for student achievement							No additional cost
2 Build, maintain, and refine statewide assessment program	1,676,000	2,521,000	2,521,000	2,521,000	2,521,000	2,521,000	
3 Assist local educators in interpretation of test results							Professional Devel IA4 #7
4 Evaluate traditional scope/sequence of curriculum							No additional cost
5 Revise curriculum frameworks/guides							No additional cost
6 Analyze textbooks to determine quality/appropriateness							No additional cost
7 Provide teachers staff devel for curr, teaching strategies							Professional Devel IA4 #7
8 Strengthen math/science education in all grade levels							Professional Devel IA4 #7
4. Teaching Profession Enhancement							
1 Provide nationally competitive beginning/average tchr salaries							Current salaries in formula
2 Make teacher work environment more professional/collegial							In other initiatives
3 Promote initiatives to raise profile of the teaching profession							In other initiatives
4 Increase number of well qualified tchrs and minority tchrs							Higher Ed budget item
5 Create registry of applicants for teaching and admin positions		50,000	50,000	50,000	50,000	50,000	
6 Provide incentives & rewards for teaching excellence		50,000	100,000	150,000	200,000	250,000	
7 Create prof devel program to support reform package	1,768,800	6,768,800	16,768,800	21,768,800	21,768,800	21,768,800	
8 Use the Career Ladder program to improve teaching							Professional Devel IA4 #7
9 Implement new Teacher Education Policy							No additional cost
10 Implement pilot internships, enhanced student teaching, beginning tchr programs and post-baccalaureate programs		280,000	5,040,000	5,040,000	5,040,000	5,040,000	Minimal state cost
11 Encourage qualified persons to become teachers through alternative preparation for licensure							In MIS study
12 Collect/report data on areas of actual/potential tchr shortage							

State Board of Education Master Plan for Education Cost Analysis (Constant Dollars)	1991/92 ACTUAL	1992/93 PROPOSED	1993/94 PROJECTED	1994/95 PROJECTED	1995/96 PROJECTED	1996/97 PROJECTED	COMMENTS
I. B. EDUCATION OF ALL STUDENTS; ADDITIONAL RESOURCES FOR THOSE AT RISK							
1. Early Childhood Education							
1 Provide more early childhood programs, children at risk			15,500,000	29,200,000	42,800,000	41,000,000	
2 Expand early intervention programs, ages 0-3 with disabilities	1,050,000	1,920,000	2,920,000	3,920,000	4,920,000	4,920,000	see footnote *
3 Develop programs for parents with preschool at-risk children		1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	
4 Use instructional practices effective for at-risk children							Professional Devel IA4 #7
5 Provide K-3 class staffing ratios of 15:1 for at-risk students	5,100,750	16,586,736	16,586,736	16,586,736	16,586,736	16,586,736	see footnote *
6 Link human/fiscal resources of state agencies involved in children/youth services to assist coordination							In MIS study
2. School Completion							
1 Develop specific state/local initiatives for early identification and intervention for students at-risk							No additional cost
2 Establish learning centers in urban housing projects	315,000	1,315,000	2,315,000	3,315,000	4,315,000	5,315,000	
3 Develop career awareness programs in middle schools		500,000					see footnote **
4 Make available "Jobs for TN Graduates" to high schools	1,025,000	1,525,000	2,025,000	2,525,000	3,025,000	3,025,000	
5 Develop programs in HS to assist pregnant teenagers	1,550,800	1,550,800	2,600,000	4,600,000	6,600,000	6,600,000	
6 Support "Drug Free Tennessee" program in all systems							Federal Funds
7 Expand the "Governors' Study Partners Program" in HS	80,000	155,000	225,000	300,000	350,000	350,000	
8 Implement system to collect/report state dropout data							No additional cost
9 Promote local dropout reduction, alternative schools	2,863,900	7,560,000	7,560,000	7,560,000	7,560,000	7,560,000	see footnote *
10 Strengthen high school guidance regarding career options							BEP Instr/Oper IIIA 1, 2
3. Literacy Attainment for Adults							
1 Establish year-round literacy programs in all counties	1,747,800	2,247,800	2,247,800	2,247,800	2,247,800	2,247,800	
2 Initiate work place literacy programs in businesses/industries		500,000	500,000	500,000	500,000	500,000	
3 Increase % of persons enrolled in, completing GED program							In other initiatives
4 Support development of adult high schools		500,000	500,000				
5 Establish learning centers in urban housing projects to provide adult literacy programs							School Completion IB2 #2

State Board of Education Master Plan for Education Cost Analysis (Constant Dollars)	1991/92 ACTUAL	1992/93 PROPOSED	1993/94 PROJECTED	1994/95 PROJECTED	1995/96 PROJECTED	1996/97 PROJECTED	COMMENTS
I. C. TECHNOLOGY							
1 Appoint committee to determine best uses of technology							Ernst & Young study
2 Develop cooperative initiatives with business, industry, public tv, higher ed for R & D, production of tech programs							Private sector support
3 Promote application of technology in all instructional areas		14,000,000	28,000,000	35,000,000	35,000,000	35,000,000	see footnote *
4 Expand use of technology for professional development							Prof Devel, Technology
5 Use tech to improve management–classrms, schools, systems							In MIS study
6 Provide prof devel for teachers and school leaders							Professional Devel IA4 #7
II. WORKABLE AND ACCOUNTABLE SCHOOL GOVERNANCE							
A. ACCOUNTABILITY							
1 Focus policies on results; eliminate unnecessary laws, rules							No additional cost
2 Develop, maintain value added assessment system to determine progress made by students, schools, systems		500,000	2,000,000	2,000,000	2,000,000	2,000,000	
3 Establish standards for performance funding and schools on probation							No additional cost
4 Annually communicate info to systems/others about performance of school systems and schools			100,000	100,000	100,000	100,000	
5 Develop management information system (MIS)							Ernst & Young study
6 Ensure accountability function wthin the SBE & SDE							No additional cost
B. SCHOOL LEADERSHIP							
1 Provide pre-service preparation, prof devel for principals							Professional Devel IA4 #7
2 Revise procedures to recruit, assess, and select principals							No additional cost
3 Authorize local boards to appoint superintendents							No additional cost
4 Authorize supts to function as chief executive officers							No additional cost
5 Require local boards to develop long range plans							No additional cost
6 Provide annual training for local board members	400,000	400,000	400,000	400,000	400,000	400,000	
7 Continue to provide high quality prof devel for supts through Tennessee Executive Development Program							No additional cost
8 Establish a competitive salary program for principals							Current salaries in formula
9 Promote 12-month use of school facilities to strengthen program, reduce class size and use for extended contract							Career Ladder funding, BEP Instr/Oper IIIA 1, 2
10 Increase number of school–business partnerships							No additional cost

State Board of Education Master Plan for Education Cost Analysis (Constant Dollars)	1991/92 ACTUAL	1992/93 PROPOSED	1993/94 PROJECTED	1994/95 PROJECTED	1995/96 PROJECTED	1996/97 PROJECTED	COMMENTS
II. C. SCHOOL BASED DECISION MAKING							
1 Implement school based decision making							See IIC 2
2 Provide prof devel opportunities and resources to local educators to implement school based decision making							Professional Devel IA4 #7
3 Involve teachers in decision making in schools							Professional Devel IA4 #7
4 Make parents/community active partners with school bds							Professional Devel IA4 #7
5 Develop state-level programs to instill positive attitudes		500,000	500,000	500,000	500,000	500,000	
6 Establish "break the mold" schools							Federal Funds
III. ADEQUATE AND SUSTAINED FUNDING							
A. STATE FUNDING							
1 Establish basic education program funding formula based on identified criteria and designed to provide fiscal support							Total cost shown below
2 Provide sufficient funding for state's share of BEP funding							See Funding Needs Report
3 Establish dedicated school fund for all state funds for schools							No additional cost
4 Provide incentive funding for significant achievement				8,000,000	12,000,000	16,000,000	
B. LOCAL FUNDING							
1 Require local school systems to contribute based on capacity							No cost to state
2 Allow counties to impose additional taxes							No cost to state
C. PRIVATE FUNDING							
1 Establish strategy for gifts campaign for public schools		150,000	150,000	150,000	150,000	150,000	see footnote **
2 Establish partnerships with business/industry							See IIIC2

Footnote * Instr/Oper includes funds for dropout prevention/alternative schools (IB2 #9) except $80,000; 21st Century Classroom Technology (IC3); At Risk Small Class Size (IB1 #5); and $1M of early intervention funds (IB1 #2).

Footnote ** Funding for these categories is not included in BEP; it is provided through other state funds.

BEST COPY AVAILABLE

State Board of Education Authorization No. 331653. 714 copies. This public documment was promulgated at a cost of $.91 per copy. November 1991.